Graduation Issue 1992

Musket

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Senior Jason Weber grimaces while following through on a pitch to a Melrose batter. Weber, who currently sports a 3.47 ERA, shut out the Melrose team 2-0 at the April 10 home game. See story, page 9.

Photo by Jon Feldman

S.C. Votes for Condom Plan

by Will Eisner

The Lexington School Committee has voted to implement a condom availability program at Lexington High School, effective next fall. The 4-1 vote to do so came after several hours of discussion on May 26.

Voting in favor of availability were chairperson Sheldon Spector, and members Lois Coit, John Oberteuffer, and Al Zabin. Polly Woodworth opposed availability.

The committee did not accept the Lexington High School Senate's Condom Bill. It instead adopted a plan that calls for availability in accordance with "guidelines" to be established by the School Committee.

The condoms and educational materials will be packaged in a manner "substantially similar" to the way in which RePlace, Inc., a youth drop-in and counseling center in town, packages their condoms. A letter from the School Committee, explaining its stance on teenage sexual activity and condoms, will accompany the condoms.

Additionally, the committee agreed to institute immediately a review of how the Life Skills program addresses abstinence and the ethical and moral issues surrounding sexual activity.

Finally, the School Committee voted to sponsor programs for parents on issues surrounding sexual activity, while at the same time working with other agencies in town to establish a partnership in responsibility for sex education.

The Condom Bill, originally submitted by Senators Jeremy Giller and Josh Knobe, both seniors, was passed by the Senate in January. It called for a receptacle of condoms and educational materials to be established in the nurse's office, if condoms were made available free of charge to the school system.

The bill was vetoed by Principal David A. Wilson on February 12. The Senate then voted to override Wilson's veto, sending the bill to the School Committee.

Coit, at the May 26 meeting, stated, "We have an opportunity to do something [about AIDS and STDs] and we *should* do something because the danger is clear."

Oberteuffer agreed, "I think that public health concerns are overriding."

Woodworth, however, felt the issue of condom availability to be "truly a public health issue and responsibility," and said that the School Committee is responsible solely for "educating."

On May 12, the School Committee held a public forum on the Condom Bill. In total, 30 proponents and 13 opponents spoke.

At a March School Committee meeting, Giller and Knobe made an extensive presentation, relating information that had been compiled by the Senate subcommittee on the Condom Bill. Sophomore Kate Olivier also served on the subcommittee.

Food Services Draw Criticism

by Will Eisner

Marriott Food Services, which runs all food preparation and sales in the Lexington School System, has recently been the subject of a number of complaints from faculty, students, and members of the Lexington community. Marriott was brought into Lexington to take over food services three years ago.

Many members of the school community have complained of a decline in food quality since Marriott took over the food production. English teacher Patricia Maier commented that she had noticed a general "deterioration of food quality" since Marriott's arrival in Lexington.

Marriott, which was brought into Lexington by former Superintendent of Schools Philip E. Geiger, is a private organization that serves about 250 high schools across the country. The town-run food service had been losing money steadily up to the point when Marriott was brought in.

The original contract between Lexington and Marriott stated that any loss that the food services incurred would be absorbed by Marriott services.

This same agreement, however, put Marriott in the difficult situation of being liable for any future losses produced by a program that had been losing money steadily for years. To tackle this task, Marriott made many changes in the food program at LHS.

New foods were made available to students. Soda and juice vending machines were brought in and made available throughout the school day. Lance brand vending machines, selling snack foods, were also installed. Because of the addition of the fryolator, such foods as french fries, onion rings, and fried mozzarella sticks were added.

None of these items are part of a standard, or Type "A," meal, as prescribed by the state and federal government for public school students, meals which are to consist of components from each of the four food groups.

All of the new items were sold individually and not as part of any specific meal. Therefore they were not required to meet any health or nutritional requirements.

According to Food Service Director Steve Cooney, "profit" was the major goal in installing several vending machines for Lance snacks and carbonated beverages over the last three years.

Although exact sales figures of these new "à la carte" items are not available, the fried goods and snack food, especially french fries and ice cream bars, are widely purchased. The consumption of these foods is high, in many cases taking the place of a regular, nutritionally balanced lunch.

Cooney explained the addition of the new foods by saying that Marriott is merely offering foods to students that they would otherwise get from another source. "We are competing with downtown," he said.

"The ideal situation for Marriott would be if everyone bought school lunches, but that just doesn't happen," he explained. The students who would not buy a school lunch in any circumstances, stated Cooney, are the market at which the snack foods are aimed. The vending machines are there to "supplement, not replace" school lunches.

An F-House food services employee serves a student.

Musket File Photo

Cooney stated that Marriott actually makes more profit from the sale of a lunch than it does from the sale of an à la carte item.

Many complaints have been filed against Marriott, but Cooney stated that he believed some of the complaints may be the result of a "lack of information." Cooney said that the message Marriott received when it took over was that they should do "whatever it takes" to reduce the school lunch deficit. He stressed that Marriott was asked to come to Lexington to replace a money-draining food service.

Principal David A. Wilson expressed concern over the changes made by Marriott. He said that he was worried about "the types of food and the impact over time the food changes might have."

He added that he would be bringing up the issue of food services with Jeffrey Young, the next superintendent of the school system.

In a school-run food program, the school can determine exactly which kinds of foods will be made available to students. However, this sort of restriction can limit sales and cut down on profit or cause deficit. In any privately run food service, Wilson explained, "Profit and demand will determine what is on sale," which allows students to purchase unnutritional

Continued on page 2

Math Team Wins State

by Jonathan Weinstein

On April 10, the LHS math team won the championship for the large schools division at the State Meet held at Western New England College in Springfield. Lexington defeated archrival Canton High School by two points, ending Canton's streak of eleven consecutive State and New England championships.

Lexington took an early lead by scoring 14 out of a possible 24 points in arithmetic, the first of seven rounds, while Canton unexpectedly scored only three, placing it sixth among the seven teams in the large schools division. Canton soon returned to its usual form, however, and had taken over the lead by the end of Round 4.

Canton held a 96-94 lead over Lexington going into the concluding team round, which consists of six four-point problems on which each eight-member team works together for twelve minutes. Lexington successfully solved four of the six problems, while Canton solved only three, making the final score 110-108 in favor of Lexington. Boston Latin finished a distant third with 84 points.

Lexington's team, led by coach Ronald Schutt, who is retiring this June after an illustrious 38-year teaching career, and by assistant coach Saleh Rahman, consisted of seniors Andrew Brecher, Elbert Kuo, and Ying Xie, junior Xi Lian Yan, sophomores Hey-Sung Han and Tim Shiau, and freshmen Peter Jung and Jonathan Weinstein. Individual high scores were achieved by Brecher and Weinstein with perfect 18s, Jung with 15, and Shiau with 12.

Lexington qualified for the State Meet by placing second (to Canton) in both the Massachusetts Math League and the Greater Boston Math League. Although Lexington had finished second in total score for the year, it had defeated Canton in several meets for the first time in five years, foreshadowing its success to come in the State Meet.

The top five teams in each division at the State Meet qualified for the New England Meet, held at Canton on May 1. Lexington came in second of ten teams in the large schools division in the tournament, behind Canton.

Inside

•**Jeffrey Young:** The new superintendent speaks about the philosophy he brings to the Lexington schools. Page 5.

•**Names and Places 1992:** The annual survey of graduating seniors' post-high school plans. Pages 6 and 7.

Frequent Vandalism Plagues High School

by Mandira Mehra

Outbreaks of vandalism at the high school have been unusually frequent this year, surpassing all previous problems. The damage has ranged from defaced lockers to destroyed cafeteria tables to perforated walls.

Most of the incidents this year have involved the destruction of plate glass windows all over the campus. On a Saturday in March, several unknown perpetrators, thought to be students, broke into the science building and shattered $1500 dollars worth of windows.

The Lexington Police Department is currently conducting an investigation of the problem.

Additionally, the high school has recently been plagued by false fire alarms. Within a one-and-a-half week period in the month of April, fire alarms were pulled approximately five times in different buildings at LHS.

According to officials, false alarms cause great trouble both to the school and the Lexington Fire Department. Students and teachers evacuating the school risk personal injury, and firefighters, driving to the high school at extremely high speeds, risk their health.

Captain Walton of the Lexington Fire Department commented, "With an increase of fire alarms, people tend to assume that all alarms are false. This can be dangerous to the occupants of a building when a fire really happens."

Assistant Principal for Business and Facilities Anthony Capezza concurred with Walton, saying, "It's like the boy who cried wolf."

In addition to the safety problem, false fire alarms place a monetary strain on the community. Each false alarm costs the town close to $500 in tax money.

Principal David A. Wilson added that "a big concern is the disruption of education" that the alarms cause.

LHS, the Lexington Police Department, and the Lexington Fire Department are working together to deal with the people who are causing the false alarms, but administrators stress that without concrete evidence, little can be done in the way of punishment. Causing a false alarm is a misdemeanor in Massachusetts, and anyone accused of the crime would be turned over to the police.

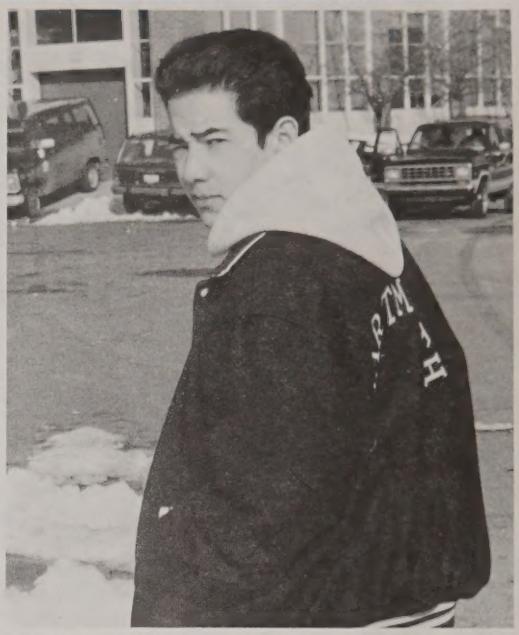
Because most LHS students are under 17 years of age, they would be treated differently than any major caught pulling a false alarm. Lieutenant Cole of the Lexington Police Department said that most students at LHS "would be dealt with by a juvenile court." High school administrators maintain, however, that they are not sure the alarms are being pulled by students.

In an attempt to prevent such incidents from occurring again, the administration has asked teachers to volunteer for hall duty. Assistant Principal for Student Affairs Larry Robinson identified the area around the G-House stairs as a problem because of the large number of students crammed into such a small area.

Capezza added, "The school is working with the police and fire departments to examine the latest technology in order to assure that the next person who pulls a fire alarm will be apprehended and prosecuted accordingly."

Junior Jason Chang commented, "Although they can come at opportune moments, false alarms can also cause disruption in the course of the day."

Junior Lea DiMascio added, "When people pull fire alarms, it only adds to the town's budgetary problems, and therefore it lead to more things being taken from students in the long run."



Senior Edward Chu's photography portfolio, entered in this year's Boston Globe *Scholastic Art Awards competition, has advanced to the national level. See story, facing page.*

Musket File Photo

Senior Chris Umans, a four-year debater, hoses down a car at the first of the high school debate program's spring car washes. The car washes raise money to defray travel expenses.

Photo by Jon Feldman

Senate Denies Proposal

Refuses to mandate Amnesty Int'l assembly

by Will Eisner

The Lexington High School Student/Faculty Senate voted not to accept a proposal from Amnesty International that would have made an assembly concerning the death penalty mandatory for the entire student body of LHS.

The proposal from Amnesty stated that the assembly would have been a forum on the pros and cons of the death penalty. According to the proposal, there would have been two speakers at the assembly, one from Amnesty International, a group against the death penalty, and the other chosen by the Weld administration, which is in favor of the death penalty.

The rationale for the petition was that the death penalty is an issue of "utmost importance in Massachusetts" and that few people are "well informed on this issue even though there is much discussion about it." The rational stated that the forum would "enhance consciousness about capital punishment."

Members of the Lexington High School Amnesty International group spoke in favor of a mandatory assembly. Sophomore Mark Jacobson added that the assembly would be "informative" and "educational," citing the quality of the scheduled speakers.

> The charge of the new oversight committee is to "monitor the implementation, enforcement, and efficacy of policies passed by the Senate."

Senators also spoke against the proposal. Assistant Moderator Les Phillips argued vehemently against the proposal, stating that accepting the proposal would create a dangerous precedent that might compel the Senate to accept proposals from other LHS groups.

Faculty senator Charles Swartz responded by state that the senate's job is to judge each assembly "individually," and that no decision on the Amnesty proposal would compel the Senate to act similarly in the future.

Faculty senator Sam Kafrissen stated that mandatory assemblies are traditionally chaotic, and that a mandatory assembly for the whole school would be ineffective because of the havoc it would cause. Sophomore Natalie Berger concurred, and stated that teachers would usually choose to bring students to such "important" assemblies.

The proposal was defeated by voice vote, making the Amnesty assembly the second that the Senate has refused to make mandatory since a bill was passed last year giving that power to the Senate.

The Senate also passed an enforcement resolution, a reminder to the administration of several bills that were passed by the Senate but never enforced. These include a skateboarding bill, which prohibits skateboarding on school grounds during the school day, and a substitute evaluation bill, which states that all substitute teachers will be evaluated once every year by students.

The Senate also voted to create a new standing committee, the oversight committee, whose charge is to "monitor the implementation, enforcement, and efficacy of policies passed by the Senate." Senate secretary Heidi Change said that the job to the committee is to "examine how all previously passed Senate bills are being enforced and communicate concerns to the administration."

Also, the Senate passed a double-siding resolution, urging all teachers to use both sides of the paper when photocopying in a effort to conserve paper. The resolution was submitted by the social action committee and was passed after brief debate.

Election Results Tallied

by Mandira Mehra

Next year's senior, junior, and sophomore class leaders were chosen in school-wide elections for student offices on May 13.

Kevin Clinton was elected president of the senior class, and Eric Lee was elected vice-president. Kim Harter was chosen to be secretary, and Bianca Mammola was elected to be the senior class treasurer.

Other elected class presidents were junior Liz Dubin and sophomore Stephen McGuire.

Vice-president elects were Jessica Forsyth for the junior class and Joanna Stavropoulos for the sophomore class.

Next year's secretaries will be Meredith Freeman for the junior class and Robin King for the sophomore class. Junior Ornella Rullo and sophomore Andrew Paone will be class treasurers.

Senior senators for next year are Andrew Blumsack, Will Eisner, Courtney Harter, Tetsu Inada, Andrea Lee, Matt Lippert, and Ryan McCarthy. Junior senators are Paul Abbot, Liz Dubin, John Lin, Katie Ludwig, Kate Olivier, Ornella Rullo, and Andrew J. Thompson. Sophomore senators are Eric Carlson, Sarah Clough, Daniel MacLean, Jason Miller, Alyssa Rayman-Read, and Rebecca Sweder.

Senior class council members for next year are Susan Arena, Julie Coffin, Michelle Conceison, Chris Consilvio, Becky Dennison, Lea DiMascio, Stacie French, Corey Hendrickson, Jessica Holt, Sangita Kuba, Marty Mellican, Jocelyn Nill, Rachel Pressman, Suzanne Ryan, Nicole Scaramelli, and Daniel Tenpas.

Junior class council members for next year are Paul Abbot, Cara Attanucci, Abby Crocker, Catherine Fraim, Sara Ginns, Lindsey Glabe, Lisa Goodwin, Jani Groblewski, Jake Horowitz, Vic Karkar, Gareth Lindwall, Katie Ludwig, Caleb Newman, Rory O'Connor, Kate Olivier, Alexis Reiling, Fred Simon, and Mark Stevens.

Sophomore class council members are Peter Agnes, Brian Greene, Sam Handlin, Thomas Higgins, Nancy Hsuing, Karen Kelly, Jamie Lee, Amy Lucas, Molly McGirr, Christina Oberto, John Ramsey, Ella Rhee, Jeffrey Rutti, Rebecca Sweder, Vivan Wang, and Dana Whitney.

Marriott Under Scrutiny

Continued from page 1

food, but without monetary loss to the school system.

Not all students are happy with the increase of snack foods available in the school Senior Doug Lucente commented, "You can't buy anything that isn't sugary. There isn't anything healthy to eat."

Other students, however, were pleased with the new offerings. Several students expressed outrage when Marriott was recently asked to close its soda vending machines every day through lunchtime to comply with the Massachusetts Nutrition Education and School Food Service Regulations, section 29:05, which states in part, "The sale of carbonated beverages is prohibited from the beginning of the school day to the end of the last lunch period."

The closing of the soda machines came after complaints from teachers and parents, and finally, an inspection from the state government. Teachers say they informed both administration and Marriott about the laws prohibiting the sale of carbonated beverages before lunchtime, but both groups failed to respond.

Cooney said that an inspector from the state had told him that it was legal to have the soda machines open. Wilson said he was unaware that it was illegal for the machines to be open during the day.

Camille Poynton, a Marriott employee in the C-House cafeteria, stated that the food that Marriott has brought in is of "a better quality" than that previously served. She added many foods are made fresh on campus and that Marriott has increased the options for students.

Jim Collentro, the head chef for Lexington, said that Marriott brought in all of its food "fresh daily" and that Marriott was "superior" to anything he had worked with in the past.

Marriott has managed to save the town approxiamately $40,000 each year. Cooney projected that Marriott will break even this year, which would be the first time in several years that the food services in Lexington did not lose a significant amount of money.

Art Awards Given to 16 LHS Entries

by Mary Terzian

In an impressive display of talent and artistic prowess, all 16 of Lexington High School's entries in the 42nd annual *Boston Globe* Scholastic Art Awards competition received awards. Excluding the four portfolios, which were immediately sent to national competition, the works were exhibited at the end of February at the Massachusetts State Transportation building in Boston.

"We submitted four portfolios, and all were accepted. I think that's significant in itself."

—photography teacher Jack Zichittella

The two principal awards presented were the Blue Ribbon and the Gold Key. Gold Keys, awarded specifically to works unique in imaginative content, style, observation, skill, and craftsmanship, were given to senior Ami Hirani for her work in watercolor, as well as to senior Rishi Jha for his work in photography.

Blue Ribbon award winners included Josh Vacanti for photography and John Lin and Shana Seldin for graphic design. All Blue Ribbon artwork is to compete nationally in the National Scholastic Art Awards competition in New York, NY.

Given honorable mentions in the competition were Kimon Yannopoulos, Adam Maloof, Hadley Langosy, Samantha Davis, Srilu Ravi, Kristi Wacome, and Michael Goodwin.

Those who entered portfolios were all nominated for the national competition. Seniors Jill Caras, Edward Chu, Beth Coppe, and Jennifer Rosenfield have the opportunity to win college scholarships for their photography portfolios. These are to be judged among a total of 1600 entries from around the country. Photography teacher Jack Zichittella, clearly impressed with the results, commented, "We submitted four portfolios, and all were accepted. I think that's significant in itself."

Speaking of the competition, sophomore John Lin asserted, "I think it's good because it's the only kind of forum in the Boston area that recognizes the artistic abilities of students whose work generally goes unnoticed."

The Lexington High School Senior Artists Exhibit, on display annually every March at Cary Memorial Library in honor of "National Youth Art Month," also provides a way to share art with the community. This year, the exhibit featured drawings, paintings, photographs, ceramics, and computer graphics by 31 seniors.

Art teacher Smedley Manion was enthusiastic about the senior exhibit. "The nice thing about the senior show is that it can be shared with everyone....We can showcase work that otherwise might not have been seen or recognized."

These two youngsters are all smiles as they await their meal at the annual Chinese Dinner, sponsored by the Asian Club. The evening included entertainment as well as ethnic cuisine.

Photo by Jon Feldman

Jazz Groups Sweep at States

by Viviane Chao

Lexington High School's top jazz groups — Shaken, Not Stirred and the Jazz Combo — recently swept first place at the International Association of Jazz Educators' (IAJE) State Choir and Combo Competition. At the state competition, held at Woburn High, high school vocal and instrumental jazz groups from across Massachusetts competed for the title of the state's best.

"There was a lot of group interaction while we were on stage....You could feel that the level of energy was high!" said an enthusiastic Mike Weigand. Weigand, a senior, has played trumpet in the Jazz Combo for two years.

"Yeah, we really gave it our all out there, " agreed Roger Lowther, a fellow trumpeter.

Shaken, Not Stirred, LHS's own jazz *a capella*, captured a gold medal at the March 25 competition. Soprano Tanya Frank, a junior, stated that the win at Woburn "really helped us to gain more confidence after our defeat at the Berklee Music Festival in February."

The four-part harmony singing group is comprised of fourteen students, selected through auditions. The group rehearses weekday evenings and performs at the Fall Jamboree and Pops concerts, in addition to many music festivals throughout the state.

Under the leadership of senior David Berger and junior Hong Kwon, Shaken, Not Stirred has become very successful since its start a year ago.

"Our singing at the state festival was definitely better than at Berklee," admitted Berger.

Although the Jazz Combo won a gold, not everyone in the group considered it to be an outstanding performance. Junior Mike Hsieh stated, "The talent within the group definitely deserved the gold, but as a whole, [we] didn't play as well as we could have."

However, others disagreed with Hsieh. Jeffrey Leonard, director of the Combo, commented, "They were more relaxed with themselves and the music [at Woburn] than at any of the other festivals this year. I thought they played very well."

Many of the players insisted on giving an analogy concerning their performance. Senior Ben Nolan, a trombonist, said, "Performing at the IAJE Competition was almost as fulfilling as frolicking [in the] snow!"

Hsieh, who plays electric guitar for the Jazz Combo, had a very positive perspective on his first year with the group. "Combo's really cool, I've really gotten into jazz this past year; before, I never had time to play in a group setting like this. It would always have to be after school. It's great to have a chance to do this as a class." Weigand concurred, adding, "I feel that my trumpet playing has improved over these last two years with Combo."

Their reward for winning a gold medal at the IAJE festival is the opportunity to perform in a concert at the Hatchshell in Boston on May 23. "Singing at the Hatchshell is something I've been looking forward to since I learned that it's part of the prize," remarked senior Peter Bellini, a member of Shaken. "To have the chance to sing there will be one of the great highlights of my senior year!"

All of the musicians seem to be excited to play at the Hatchshell; in particular, when asked how he felt about performing there, Weigand simply smiled and said, "Yay-yay!!!"

About their counterpart jazz group, bass player Jason Davis remarked, "I listened to them after we had finished playing and I was really impressed that they can get their stuff going with no teacher!"

Silver, Gold for Music Groups

by Matt Schick

On Thursday, April 2, the Lexington High School Concert Band and Wind Ensemble and the Clarke Middle School Wind Ensemble performed in a concert in preparation for the Massachusetts Instrumental Conductors Association (MICA) Festival. The groups also played at the festival, which was held at LHS the following weekend.

Members of the audience felt that the pre-MICA concert had a "very relaxed atmosphere." This was evident during the performance of the Concert Band, which tried to show the steps taken during every practice to improve musical ability.

Scales, "solfege," and tuning were all performed for the audience. The band played its three pieces and then sight-read a new piece on stage. Throughout its performance, laughs and giggles were audible, providing what members of the audience called "a very enjoyable, musical environment."

"Things went very well," said freshman Dan Archibald after the evening concert. "Or at least a lot better than they had in rehearsal. We'll wait and see what happens at MICA."

One purpose of the concert was to raise money for the 1992-1993 band. Members of the band participated in a ticket drive and sold tickets to residents all over Lexington. Through the drive, the band raised a total of 2,500 dollars, including both donations from generous homeowners and pennies found lying on the ground; the Band Parents' Organization raised another 1,100 dollars from selling food at the MICA festival over the weekend.

The Concert Band performed grade AAA music (second highest category of music) at MICA while the Wind Ensemble played AAAA (the highest category). The quality of the performance was judged by a group of four music educators. The score was given in a numerical rating, five being the best and one the worst. According to this score, groups were awarded a gold, silver, or bronze medal, an honorable mention, or a festival participation certificate.

A truly outstanding performance by the Wind Ensemble earned a gold medal while the Concert Band emerged with a silver. According to judge David Sparks from the University of Tennessee, the festival "allows for a very non-competitive atmosphere that improves the quality of each group's performance."

After performing, each group participated in a clinic run by one of the four judges. David Sparks, who conducted the Concert Band clinic, said, "It was nice to work with a high school group that can play music and make it sound like music." He noted, "The bands in the area are much better because of the festival and the really good teaching they receive."

The LHS Jazz Ensemble plays at the May benefit concert at LHS. The ensemble, along wit the a capella *group Shaken, Not Stirred, also performed at the Hatchshell on May 23.*

Photo by Jon Feldman

Students Express Views on Condoms

by Viviane Chao

The Lexington High School Senate's Condom Bill, a modification of which the Lexington School Committee approved on May 26, has spurred extraordinary controversy within the High School and the broader community over the past few months. While many Lexingtonians support the bill, others are against it because they see it as an "OK" sign for sex.

Generally, the students seem to be split on this issue very clearly into two groups: those who fiercely support the bill and those who fervently oppose it.

"I think the bill is a good idea....Contrary to popular belief, giving free condoms out does not [mean] that everyone is to have sex now,...and for the people who are having sex now, condoms makes it safer; it gives them a better way of protecting themselves," contended senior Dave Weinstock.

Junior Shannon Bisbee agreed with Weinstock, commenting, "A lot of parents have unrealistic expectations for their children. They should realize that if students are having sex, they'll continue to do it anyway, regardless of what their parents say."

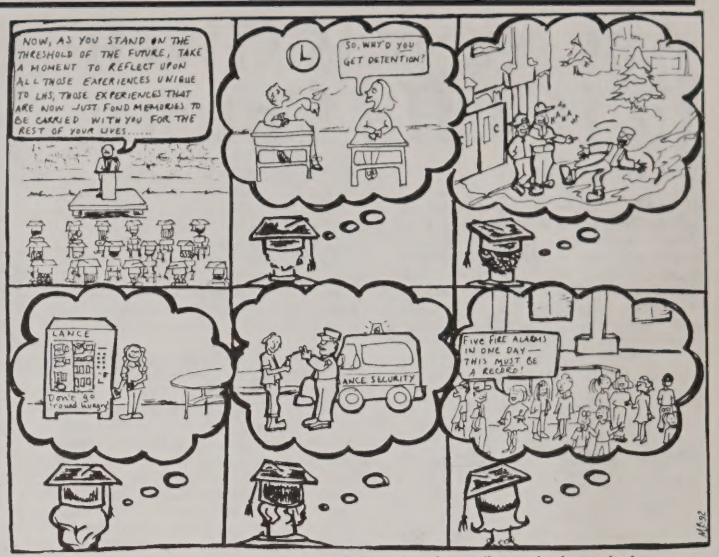
In opposition to the bill, senior Seetha Ramnath stated, "I firmly disagree with the condom bill....Not only does it encourage people to pursue 'pleasures of [the] flesh,' but I don't think it has its place in the High School. People really should wait."

A teacher who wished to remain anonymous asserted, "The school should [make condoms available], but if they're going to make such a big deal about it, it's not worth it. Go out and buy them yourself if you're going to have sex!"

Many freshmen and sophomores were "reluctant" to discuss the issue. Overall, very few people declared themselves to be undecided.

Senior Steve Curtis may have spoken for the majority when he said, "If it saves one life, it's worth it."

Students Should Grade Teachers


NOW, AS YOU STAND ON THE THRESHOLD OF THE FUTURE, TAKE A MOMENT TO REFLECT UPON ALL THOSE EXPERIENCES UNIQUE TO LHS, THOSE EXPERIENCES THAT ARE NOW JUST FOND MEMORIES TO BE CARRIED WITH YOU FOR THE REST OF YOUR LIVES.....
SO, WHY'D YOU GET DETENTION?
LANCE
DON'T GO 'ROUND HERE!
LANCE SECURITY
FIVE FIRE ALARMS IN ONE DAY— THIS MUST BE A RECORD!

As students, we spend much of our high school careers being graded, tested, and evaluated by teachers. But who, one might well ask, is evaluating our evaluators? Lexington High School, like most public high schools, evaluates teachers by having another teacher or administrator observe the teacher in class. Under the current contract, a teacher is evaluated by his or her assistant principal (the primary evaluator), who evaluates overall teacher performance, and by a supplementary evaluator, who evaluates subject area competency. These evaluators sit in on two or three classes and turn in a written report based on their observations. But while it is undoubtedly important to have teachers evaluated by their supervisors and peers, this type of evaluation is not enough.

These evaluators observe just two or three classes, an amount of time far too limited to get a real grasp of a particular teacher's strengths and weaknesses. Teachers, like anyone else, have on and off days, as well as specific areas of strength and weakness. How well a teacher conducts two or three classes is not likely to provide an adequate, or accurate, indication of how well he or she performs throughout the year. Furthermore, many subject areas take time for students to master and are therefore taught over a series of classes, making it impossible to determine a teacher's overall level of competence in one subject area based on a few scattered visits to class. Also, because teacher evaluations are often announced ahead of time, teachers may try to do extraordinarily well for that one day or that one class. It is natural to make an extra effort to perform well when one's performance is being evaluated, but the current system also guarantees that the few classes which the evaluator watches are not typical.

Evaluating teachers with observers is useful. Teachers and administrators are professional educators, and their opinions have undeniable value. However, they are not always in the best position to determine the ability of a particular teacher. Perhaps we should give someone else the opportunity to evaluate teachers, someone whose judgment of a teacher's abilities is grounded not on two or three visits but on day-to-day interaction, someone whose stake in the success of the teacher is the highest of all; perhaps, when all is said and done, the best evaluators are the consumers of teaching — the students.

Students are in class with the teacher every day and therefore have an opportunity to observe all of a teacher's strengths and weaknesses. They know whether or not they themselves have mastered the material, and they know how well the teacher communicates with them. Student evaluation is widely used in colleges, and many teachers ask their students for an evaluation at the end of the course.

If Lexington High School really wants to know how its teachers are performing, it should supplement its current teacher evaluation policy with student evaluations.

Student evaluations of teachers would give students the opportunity to offer feedback, both positive and negative, to the teacher and to that teacher's superiors. Such evaluations would not prove useful, however, unless they were conducted in a way that ensured a balanced, specific, and honest report.

Students must not feel intimidated, lest they refrain from making negative comments in fear of retaliation or of hurting a teacher's feelings. Therefore, teacher evaluations must be anonymous; they should go from the students to a department head or assistant principal, who could write up a report summarizing the opinions and general comments of the students. The evaluations should also be mandatory, ensuring that all students comment, not just those with strong feelings one way or the other. Receiving an opinion from every student in a class would guarantee a balanced view of a teacher. The bitter comments of a handful of disgruntled students, for example, would be overwhelmed by the fairer comments of the majority of the class. Because of the disparity of opinion inevitable among any group of people, student evaluations will only be productive if they represent the general opinion of a class.

Even more important, student evaluations should be specific. Simply having students make general comments about their teachers is too disorganized a method to prove effective. Students could instead be asked to evaluate teachers in four major areas: competency and knowledge of subject matter; ability to communicate that knowledge effectively; interaction and relations with students; and ability to maintain a productive classroom environment. Students should be asked to comment specifically on each of these areas and to cite teachers' strengths and weaknesses.

Student evaluations should not be used as the sole evaluatory instrument of a school, for there is something to be said for receiving a professional educator's opinions, but they can nonetheless offer unique insight. A teacher evaluation form for students, if carefully constructed and universally used, would be a valuable source of information for evaluators and of feedback for teachers. Such a system should be considered for Lexington High School.

—Matthew Stephenson

Racism is *Our* Problem

At Lexington High School, we are fairly quick to respond to social issues. No cafeteria table is complete without at least one Earth Day insulated reusable lunch bag, and we all remember the many homeroom food drives of the past.

This widespread social responsibility is admirable and important. However, there is one particular problem that we need to move beyond giving superficial lip-service to; instead, we need to take real local action.

The acquittal of four white police officers in California on charges of using excessive force when arresting black motorist Rodney King last year, and the ensuing riots in Los Angeles and elsewhere, have presented a national crisis that cannot easily be dispensed of with a few clichés or a slogan. We at LHS seem to be trying awfully hard to do so. This attitude is disturbing because it is we and our families here in Lexington and in towns like it who are responsible for the beating, the verdict, and the riots, more that anyone else except the participants themselves.

Few people want to see *themselves* as racists. A look around our community, however, would reveal that much of what we think and do here is based on certain widespread prejudices. Solving the problems of racial and economic harmony demands at least a recognition of the issues involved.

Unfortunately, the officially planned activities of the "Conscious Awareness Day" at the high school proved to be only somewhat less trite that the day's name. Although it is extremely important that we stop to think about the crisis, Conscious Awareness Day seemed mostly to give several speakers the opportunity to exacerbate the problem by blaming other people, by stopping short of the real issues, or by pretending that there is no problem at all.

> Everyone who accuses the jurors of being racists and then stops thinking is denying the more deep-rooted racism that separates Lexington from Boston.

Everyone who accuses the jurors of being racists and then stops talking is denying the more deep-rooted racism that separates Lexington from Boston along a color line so sharp that METCO students must be bused in to provide any integration at all.

Everyone who focuses the discussion of the riots on the question of the police officers' innocence or guilt is refusing to discuss far more significant and lasting problems that lead people in cities to loot and destroy their own communities.

Everyone who stops after asking, "Why can't we all be friends?" probably knows what the answer is. As residents of a community where that number of local black high school-age students can be counted on the fingers of one hand, we must realize that as long as we continue to dismiss the city as a crime-ridden and destitute area, it will continue to be so. As long as our view of Boston is shaped by stories of hopelessness and shootings on Eyewitness News, we will continue to dismiss Bostonians as lost causes, criminals, not suburban, different from us.

This needs to stop, because they are not different. For one reason or another, most of our middle-class families left the cities to live in the suburbs. Now, we try to pay as little attention as possible to the city we left and the problems we left with it. Every time we avoid the city because we feel we don't belong there, we help fulfill the prophecy of urban blight. There is a lot more to Boston than "New Jack City," and when we ignore the positive aspects of the city and its inhabitants, those people become the antagonists in a partly fictional image each of us has internalized to help us feel more comfortable in suburbia.

This problem is not somebody else's. It is our own.

—Dan Michaelson

Letters

Senior Bemoans Insensitive Treatment of LABB Students

To the Editor:

I am writing about something that has upset me for a long time. This is not directed at every person, because some people are thoughtful, but at a majority. There is too much insensitivity. Let me explain:

Someone trips while going up the stairs, or spills a drink, or says something stupid, or acts and looks goofy. "Oh, what a *retard*!" is a reaction that many people have. How dare you!

You see "retards," or "A-housers" walking around school or at lunch, but most people do not even acknowledge their existence as real and caring human beings, except maybe to make fun of them. The major difference between them and you is that they often have to work three times as hard to do things that you take for granted, for instance simple coordination activities and motor skills. You can not begin to imagine what they go through every day just to get by. They should be role models for their perseverance and their courage, not the butt of jokes. So maybe they cannot read as quickly; they still have boyfriends and girlfriends, like jokes and fun, listen to music, and care about their friends.

Give them a chance. They deserve patience because of how hard they have to work in a world that does not, in general, accept or nurture them. Most people ignore them. It is much easier to stereotype than to get to know them anyway. How bad would it be to say "hi" or to smile? Hold the door for someone whose legs do not function as well as yours or at all. Give someone help if they need it. Have a conversation even. You will really learn a lot. Not only would you learn understanding and make great friends, but you would appreciate that much more what you have.

This lack of compassion and effort to be kind does not only happen towards special needs people in our wonderful school. Many groups or people are not made to feel comfortable because they are different in an insignificant way. Look around, open your eyes, and go out of your way *now*. Be a real human being, one that actually cares and is nice to people all around you. Try it. It takes so little but helps so much. We can live in a better community, so let's make it happen. Please.

Sincerely concerned,
Justin Sweder
Class of 1992

Continued on page 9

Musket

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Reporters ..... Viviane Chao, Carrie Granger
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Photographer ..... Hadley Langosy

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New Superintendent Young: 'This is a business that creates the future'

On February 26, the Lexington School Committee selected Jeffrey M. Young to be the town's next superintendent of schools; he will begin his tenure July 6 and has signed a contract that could run through the 1995-1996 school year. Currently serving his third year as superintendent of schools in Lynnfield after a year as an assistant superintendent, Young formerly taught English at Brookline High School. He graduated from Brandeis University in 1975 and received his doctorate in education from Harvard University in 1988. Following are excerpts from an interview with Young conducted on May 11 by Musket *co-editor in chief Jeremy Giller.*

Q: Why did you want to come to Lexington? What attracted you to the position?
A: What attracted me to Lexington was its reputation as being one of the best school systems in the state. And I felt that it was a place that would bring out the best in me, that would stretch me professionally, and I'm a person that likes challenge. I also felt that I would be a good match for the system given my interests in teaching and learning and organizational development.

Q: In a broad sense, what do you hope to accomplish here?
A: Well, I hope to create a culture and environment in which everybody, including myself,...can do their best. That's what I think it's all about: Is everybody doing their best, whatever that is.

It's not so much what I'm going to accomplish — I really don't think of it that way; I'm not coming in here with any preconceived agenda and set notions about what needs to happen in Lexington. I really don't have that much specific insight. What I *do* have is a sense that this is a place where there are a lot of great things going on, and I certainly want to see to it that I do create conditions that perpetuate those and also challenge certain assumptions about education that may or may not exist here.

I think the best organizations, whether they're school systems or corporations,...are driven by values, rather than constricted by rules.

Q: Do you know yet if there are there any specific areas that you're going to make priorities for your attention?
A: I can't know that. It's too hard to say that right now....Really what I intend to do is spend the first few months listening, observing, and learning. And having done the same kind of entry plan in Lynnfield, I believe that that's the way to go.

The idea here is to spend some time listening and feeling out the territory, try to understand what people care about, what they feel is most important to preserve, what areas they — and I — what we all think could stand some work. Really what this is is a matter of trying to uncover the values. I think the best organizations, whether they're school systems, or corporations, or anything, are driven by values, rather than constricted by rules. So here it's a matter of trying to discover what the central, most prized values are, [to] see if we can use them to improve the program.

Q: You say that budget decisions should be "value-driven," that you always keep in mind the idea of the "centrality of the classroom" when you're examining the budget. But once you get to the point where whatever you cut is going to cut in to what's happening in the classroom, what should happen then?
A: The organization needs to decide what it cares most about, and you can't simply continue to peel pieces away, like layers of an onion. You end up with nothing in the center if you do that. What it needs to do is make choices, say that we care most about this, less about that. Those are very difficult choices to make....If you wish to provide high-quality services in a time of fiscal constraint, the only way to do it is to gain some kind of consensus. You'll never get unanimity, but consensus, I think, is possible about what's most important.

...It's not enough for the superintendent to say these are the most important things to me and assume that every decision that flows from that will be a satisfactory one. What the superintendent's job in this case is is to challenge the assumptions about the values that others hold and see if we can create organizational values that at least the majority of people can subscribe to.

Q: How do you go about doing that?
A: Through a process of public deliberation,...by saying, "Here is the playing field. Here are the constraints that we're dealing with. What's most important? What do we want to keep? What is Lexington going to be all about? What is Lexington going to look like in the year 2000? What do you want kids to graduate from the High School in the year 2010 to be able to say and do and think and be and feel?," and ask those kinds of questions that sometimes don't get asked in schools.

Sometimes we get so caught up in trying to survive the present that we don't spend enough time thinking about the future. There is no business like education that's more future-based. This is a business that *creates* the future, and for us get to get stuck in the present, or, worse, stuck in the past, trying to *recreate* the past, is a losing proposition.

Q: What qualities, or skills, or knowledge do you think a student should have when he or she graduates from high school?

Photo by Jon Feldman

A: Basically, every student should have the sort of basic skills necessary to survive as a citizen: to be able to read and write clearly. Beyond that, the two main things I think about are a school ought to provide for every individual a chance to develop some interest and to bring out what is special and individualistic about that person,...some chance to really celebrate what makes you special. At the same time, it needs to bring out a kind of social awareness, and citizenship, and responsibility....Those are twin goals....which I think fit with the essence of what American society purports to be. That is, something that celebrates a tradition of individualism, and at the same time, an awareness of the importance of community.

Q: One of the themes that runs through a lot of what you say is the idea of expectations. Why do you think raising expectations is so important and how does one go about doing that?
A: ...People rise or fall to the level of expectations that significant others have of them. I see it in my three-year-old daughter and I see it in myself. We're a number of years apart in age, and I know that we react the same way when people have expectations of us.

...I know that when a teacher, or any adult, or any student, for that matter, explicitly conveys high expectations for somebody else, and then supports them...in their growth, they'll *do* it, they'll do it. When you can say to somebody, "This is important. I know you can do it, and I'm going to be there to help you do it," [he or she] can do it.

And I try to relate that way to the people within the system that I supervise. I try to encourage people to hold those expectations of me. And, I encourage all teachers...to hold them of students....Expectations are something that are conveyed sometimes explicitly,...but also, frequently, implicitly — just in body language and the way they talk to people....If you look for it and you watch it, if you go into a class, you can see it.

The issue here is raising the consciousness of the adults....Generally speaking, in education I think that expectations are too low. I think kids can do more than they get credit for.

Q: How will you get faculty to start conveying higher expectations to students? How will you get them to change?
A: This goes back to what I said before. You either do it by values or by rules. So, you either try, over time, to instill in the organization a culture that says high expectations is the norm here, is what we all believe is important, and we are choosing to integrate it into our teaching strategies, into our meetings,...into everything that we do, and that takes time. That's one approach. The second approach is to say, "We're going to have a rule now that says everyone is to have high expectations and then we're going to enforce the rules through the evaluation system that says if you don't do it, your evaluation's going to state that you don't do it and you're going to be punished for not doing it."

Clearly, the former is the better way to do it. It still needs to be backed up with supervision...But, finally, it's something that takes time to instill into the culture. It's a cultural change, and cultural change is very different from cosmetic change. I mean, I could put up signs in all the school buildings that would say, "Expectations are high here," or something like that, and that obviously doesn't change anything. Cultural change, which is long-lasting, also takes time. People have to believe it and internalize it and they have to be motivated. People do things because they have a desire to do [them]...People will do things for their reasons, not for my reasons — they don't care what my reasons are. Why should they? Part of my job is to try to figure out what is it that they want out of their teaching or out of their being a principal or a director or whatever their job happens to be.

...I just think it's a way of dealing with the world: expecting the best. When you expect the best, you usually get the best, or close to it. When you expect something mediocre, you can be sure you're going to get that....

Q: Practically speaking, how should the curriculum of a school be integrated?
A: It's really hard to do...in more than a cosmetic or superficial way. It's easy to put an English teacher and a social studies teacher in a room together and say, "Integrate," but you might as well be putting people who are speaking different languages into a room together and say, "Converse." It's a perfunctory approach to a complex problem. Again, [the solution] has to do with motivation and desire; it has to do with helping people understand that there's something to be gained by doing it....

[Topics in different curricular departments] exist together in life, and there's no reason that I can see that they should be segregated in the school curriculum. We break into the traditional departments because that's the way we've always done it....I'm not suggesting the abolition of all traditional departments,...but I believe that the model of a Leonardo da Vinci or the model of someone like Jonathan Miller, who's a scientist and a theater director today, those people are in some ways the prizes of humanity; I mean, they're the ones who really learned that the world is assimilated already.

If we could spend more time observing and appreciating the connections that already exist rather than finding ways to a'ways break them down and separate them, we'd appreciate all those areas that are connected just by virtue of nature, practically. Schools are very big on analyzing,...looking at the whole and breaking it down into its parts. That's what we teach. We're less good, traditionally, at synthesizing, which is looking at pieces and putting them into the whole. We kind of assume that somehow students, by some magical method, make these connections and assimilations, on the bus ride home, or on their walk home, or when they're trying to fall asleep at night....We don't do much in the way of synthesis. And that's a shame. I think synthesis is a really exciting part of learning, when you see how things fit together. It's far more interesting than analysis, I think.

I think there's still something innate in most teachers that brought them to teaching in the first place, which has to do with love of learning....If we can find a way to ignite that joy of learning within, we're on the right track.

Q: But how's this really going to happen?
A: It'll happen is small steps. Change has to happen in baby steps, and you have to learn to tolerate baby steps....So it's important that I, in particular, and the community, and the School Committee, be willing to tolerate baby steps....You need to understand that when teachers try this for the first few times and remove the training wheels and do it by themselves, they're going to fall off the bike and beat up on their knees and elbows and get bloody. And that's all right, because after a few times, they'll learn how to ride.

...In the best sense, [a school system] should be almost a kind of laboratory, where there are little experiments going on all the time, and sometimes, as happens in the world of science, these experiments catch....So, if we can create a culture here that supports risk-taking and innovation and experimentation, and, even if one or two people try something and mess it up, credit them for trying, chances are next time it'll work, or at least someone else will pick it up.

These things rarely work when a superintendent or a school committee picks [the innovations]. What you get then is compliance....But when you can create the environment in which people feel free to release their energy and to experiment and to take risks, I think they want to do it. I think there's still something innate in most teachers that brought them to teaching in the first place, which has to do

Interview continued on page 8

Young chats with foreign language teacher Michael Fiveash at the Foreign Language Awards Ceremony on May 12. Photo by Jon Feldman

Names and Places 1992

-A/B-

Nina Abrons	Purdue University
Sarah Aitken	Westfield State College
Stephanie Andron	Boston University
Michael Antonucci	University of Iowa
Katya Ashe	Dean Junior College
Gina Aufiero	Tufts University
Michael Bailey	undecided
Temric Bailey	undecided
Alexis Baker	Lehigh University
Damon Baker	Dean Junior College
Matthew Bander	
Tameka Barlow	Wheelock College
Christopher Bartee	Brandeis University
Charles Bartels	Skidmore College
Peter Bellini	Georgia Institute of Technology
Nurit Ben-Harav	University of Massachusetts at Amherst
Lauren Berg	University of New Hampshire
David Berger	Yale University
Maria Berger	Williams College
Florian Berges	Massachusetts College of Pharmacy
Marc Berman	Ithaca College
Andrea Bettacchi	going to Kenya
Michael Bibbo	Syracuse University
Deborah Binder	Union College
Tearessa Blount	Fitchburg State College
Belinda Braxton	Fitchburg State College
Andrew Brecher	Brown University
Yohalis Briceño	University of Wisconsin
John Bridges	Virginia Wesleyan College
Elizabeth Britten	working
Erik Brockett	Colby College
Robyn Broderick	University of Massachusetts at Amherst
Lauren Bryan	Hartwick College
Jeffrey Buchholz	Bentley College
Michael Butler	undecided

-C-

Andrea Caldwell	Southern Methodist University
Lawrence Cannalonga	Bentley College
Carla Cannistraro	Bunker Hill Community College
Sheila Cannon	Vassar College
Jill Caras	George Washington University
Katherine Carvey	Texas Christian University
Mark Casella	University of Maine
Keith Champney II	undecided
Mikka Chaney	Central State University
Ann Chang	Harvard University
Gregory Chang	Harvard University
Heidi Chang	Wellesley College
Scott Charles	Bucknell University
Kevin Ky Cheng	University of Massachusetts at Amherst
Khristyn Cheshire	Dartmouth College
Mary Chisholm	undecided
Bing Chou	Brown University
Edward Chu	Dartmouth College
Warren Chuang	Massachusetts Institute of Technology
David Clark	Wesleyan University
Tanisha Clark	undecided
Alexandra Coda	University of New Hampshire
Alicia Cokorogianis	Villanova University
Matthew Cole	Oberlin College
Jonathan Comings	Connecticut College
Kristen Connors	Salem State College
Stephen Cooley	Boston University
Libby Cooperstein	Emory University
Gina Coplon	Tufts University
Elizabeth Coppe	University of Rhode Island
Jonathan Coppi	Bentley College
Sandra Cormier	Mount Ida Junior College
Robert Costello	Canisius College
Samantha Coyne	Bowdoin College
Toya Crichlow	Virginia State University
Amy Crocker	Skidmore College
Steven Curtis	Westfield State College

-D/E/F-

Martha Daileanes	University of Massachusetts at Amherst
Jeffrey Dan	Vassar College
Kristin Dandison	University of New Hampshire
Leena Dang	Massachusetts College of Pharmacy
Samantha Davis	Williams College
Erik DeBonte	Massachusetts Institute of Technology
Angela Delichatsios	Harvard University
Julie DeMatteo	Boston College
Megan Doerr	University of Vermont
Brook Dooley	University of Chicago
Matthew Doran	University of Lowell
Carolin Dudumian	Suffolk University
Courtney Duff	Wheaton College
Natalie Duncan	working
Julie Dunn	Trinity College (CT)
Tashia Economopoulos	University of Massachusetts at Amherst
Robert Egan	Cornell University
Karen Fair	undecided
Meredith Fantasia	Ithaca College
Jonathan Feldman	Harvard University
Crystal Ferdinand	Framingham State College
Danielle Ferullo	Syracuse University
Anne Fichter	Mount Holyoke University
Kristin Fisher	Westfield State College
Jeanne Fitzgerald	
Erin Fitzpatrick	Providence College
Joel Flagg	Tulane University
G. Alec Flett	taking year off; Carnegie-Mellon University
Elina Fooks	Brandeis University
Jeffrey Foster	Cornell University
Sara Fox	Swarthmore College

-G/H/I-

Mark Gallagher	United States Navy
Allison Gallinelli	Northeastern University
Jeremy Giller	Williams College
Chantel Glover	University of Pittsburgh
Colin Glover	United States Marine Corps
Eric Golovchenko	Brandeis University
David Goodwin	Mount Ida Junior College
Michael Gordon	Dartmouth College
Eric Goss	Skidmore College
Marc Goulston	Northeastern University
Christina Granger	Russell Sage College
William Green III	Boston College
Evelyn Greter	going to Europe
Keith Groppi	Assumption College
Jessica Grynberg	Macalester College
Deborah Haber	Bryn Mawr College
Jeremy Hales	Ithaca College
Margo Hartunian	Tufts University
Cara Harvey	Boston College
Andrew Haywood	University of Arizona
Johanna Herman	University of Rhode Island
Heather Hintlian	Villanova University
Ami Hirani	Boston University
Diane Holland	Wellesley College
Angeline Hynes	Mount Holyoke College
Rebecca Isenberg	Reed College or U.C. at Santa Cruz

-J/K-

Mario Jack	University of Massachusetts at Amherst
Julie Jackman	Middlesex Community College
Amy Jackson	Colby College
Otis Jackson	University of New Haven
Jennifer Jansen	Babson College
Louis Jauvtis	Johns Hopkins University
Vinesh Jha	University of Chicago
David Johnson	University of Massachusetts at Amherst
Sarah Johnson	Bucknell University
Havana Jorrin	University of Massachusetts at Amherst
Kevin Joseph	Johns Hopkins University
David Jung	Oberlin College
Krzysztof Kamieniecki	Carnegie-Mellon University
Shaun Kelly	working
Brendan Kenney	Boston College
Jasmin Keramaty	Skidmore College
Ann Kim	Barnard College
Kimberly Kirkland	working
Sally Knapp	Connecticut College
Paul Knight	Wesleyan University
Joshua Knobe	Stanford University
Jimmy Ko	Duke University
Joey Kokubo	Manhattan School of Music
Nicola Koo	undecided
Evangelos Kostorizos	Boston College
Susannah Kowal	Colby College
Eben Krim	Colgate University
Suzanne Kulin	Colby College
Elbert Kuo	Brown University
Ernst Kuo	University of California at Berkeley
Andrew Kvaal	Middlebury College
James Kvaal	Stanford University
Bonnie Kwan	Mount Holyoke College or Smith College

-L/M-

Michelle Lahiff	Le Moyne College
Danielle Lally	working
Kurt Langer	New York University
Laura Lapointe	New York University
Abigail Lawrence	Brandeis University
Elisa Leone	Harvard University
Melissa Liazos	Harvard University
Pei-Yu Peggy Lin	University of California at Berkeley
Dawn Lloyd	University of Massachusetts at Amherst
James LoCicero	working
Roger Lowther	Juilliard School
Douglas Lucente	American University
Heidi Ludwig	Carnegie-Mellon University

Names and Places 1992

Sorin John Ly	Trinity University (TX)
Stacey Macaudda	Westfield State College
Tomeka Malden	Bunker Hill Community College
Gerard Marino	Northeastern University
Karina Marriott	Dean Junior College
John Marsetta	taking year off
Christine Martin	American University
Alan Marzilli	University of Lowell
Laurent Massé	University of New Hampshire
Casey McCahon	University of Illinois
Timothy McCann	United States Army
Amanda McClaine	Skidmore College
Greg McDonald	Saint Michael's College
Patrick McDonough	Notre Dame University
Wayne Meadows	Northeastern University
Maureen Meehan	Boston University
Sarah Merrill	Middlebury College
Elise Millner	Cornell University
Eugene Mirman	Hampshire College
Shubhang Mishra	Boston University
John Mitchell	University of Massachusetts at Amherst
Richard Mitchell	Morehouse College
Takashi Miyamoto	returning to Japan
Michael Mobilia	
Beza Tesfaye Molla	Mount Ida Junior College
David Monaco	Dartmouth College
Tiffany Moore	Ripon College
Tisha Moore	Emory University
Jill Mooza	Providence College
Amy Morrissey	undecided
Runna Moussa	Boston University
David Murman	Tufts University
Christine Murphy	Bentley College
Craig Murray	Colby College

-N/O/P-

Adriana Nikolaou	University of Hawaii
Benjamin Nolan	Bowdoin College
Keisha Nolen	working
Erin O'Connor	University of West Virginia
Sumirko Oei	University of Massachusetts at Amherst
Kevin O'Hare	Northeastern University
John Olmsted	American University
Jonathan Palant	University of Michigan
Woo-Kyung Park	University of Massachusetts at Amherst
Stephen Parsi	
Daniel Pasquariello	University of Lowell
Michelle Pavidis	Connecticut College
Ira Pedlikin	Brown University
Marcela Perez-Abreu	Macalester College
Elizabeth Perlman	Tufts University
Heather Pierce	taking year off; college
Gregory Pitarys	Cornell University
Elizabeth Pritzker	Syracuse University
Elena Proakis	Wesleyan University
Elaina Puopolo	Fordham University

-Q/R-

Alan Quick	Carnegie-Mellon University
Seetha Ramnath	Massachusetts Institute of Technology
David Ramsey	Vassar College
Sudhamsu Rao	Vanderbilt University
Srilakshmi Ravi	Boston University
Glenn Ready	Pennsylvania State University
Tobey Renna	Westfield State College
Amanda Ricci	
Marc Riera	
Michael Robbat	University of Massachusetts at Amherst
David Roberts	Calvin College
Suzanna Rosenberg	University of California at San Diego
Jennifer Rosenfield	Massachusetts Institute of Technology
Alexander Roubanis	returning to Germany

-S-

Stephen Sacco	LaSalle University
Samuel Sacks	Brandeis University
Brendan Salmond	University of Vermont
Jeffrey Samarjian	Bentley College
Jennifer Sampson	undecided
Andrienne Santamaria	Smith College
Andrea Santosuosso	Trinity College (CT)
Keri Sarajian	Connecticut College
Bobby Sarker	University of Connecticut
Avi Schachter	University of Massachusetts at Amherst
Dirk Schoellner	University of Tulsa
Jennifer Schulte	Barnard College
Thomas Scott	Dartmouth College
Yolanda Scott	University of Tulsa
Bryan Seaquist	Florida State University
Jeffrey Seldin	
Anne Marie Sheehy	Bentley College
Edward Silva	Northeastern University
Jeff Silva	Ithaca College
Scott Silva	Bentley College
Nicole Silverman	Wellesley College
Sharon Simmons	Wheelock College
Jason Simon	Colgate University
Kari Solomon	Dean Junior College
Catherine Southworth	University of Vermont
A. Robert Stead	Castleton State College
William Stead	Minuteman Regional Vocational Tech. School
Eric Stone	Northeastern University
David Strollo	Framingham State College
Joseph Sullivan	Tufts University
Justin Sweder	Yale University

-T/U/V-

Lakeisha Taylor	Northeastern University
Jeff Tetelbaum	
Mary Terzian	Tufts University
Seth Theriault	Washington University
Cheri Thomas	working
Hiroko Tokuoka	University of Wisconsin
Eric Tribbett	
Phillip Tropeano	
Vanessa Tropeano	Northeastern University
Bernadine Tsung	University of California at Berkeley
Christopher Umans	Williams College
Catherine Urban	Providence College
Michael Urban	Bucknell University
Laura Veldkamp	Northwestern University
Annie Venier	Skidmore College
Priya Verma	undecided
Charles Vinton	Muhlenberg College
David Volovick	Boston College
Kurt von Stetten	Portland School of Art

-W/X-

Kristina Wacome	going to Italy; Savannah Coll. of Art & Design
Jennie-Sue Walsh	Bates College
George Wang	
William Warner	University of Massachusetts at Amherst
Jason Watkins	Harvard University
Christopher Webb	University of Rochester
Jason Weber	University of Rhode Island
Michael Weigand	University of Virginia
Anne Weinmayr	Columbia University
Dena Weinstein	Harvard University
David Weinstock	University of Massachusetts at Amherst
Scott Welton	Florida Atlantic University
David Wesinger	New England Institute of Technology
Matthew Widiger	Rensselaer Polytechnic Institute
Jonathan Wiesler	Brown University
Charles Williams	University of Massachusetts at Amherst
Colby Wilson	Michigan State University
Nathan Winget	
Andrew Wolf	Williams College
Kenneth Wu	Massachusetts Institute of Technology
Ying Xie	Brandeis University

-Y/Z-

Hasan Yancey	Salem State College
Calvin Yee	University of Pennsylvania
Peter Yip	
Young-Ho Yoon	Harvard University
Tansy Young	Colby College
Douglas Yuan	Tufts University
Jonathan Yusam	Boston College
Elizabeth Zack	Vassar College
Quamrun Zaman	Boston University
Nathaniel Zimmer	Haverford College
Ethan Zohn	Vassar College
Jacob Zukovsky	Hebrew University of Jerusalem

EXIT

Musket *made several attempts to reach every graduate. We regret any inadvertent errors.*

Compiled by Jon Coppi, Courtney Duff, and John Ly

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Young: 'I don't wear a tie on the weekends'

Continued from page 5

with love of learning...And I believe that most teachers are also good learners and want to learn and appreciate the joy of learning. If we can find a way to ignite that joy of learning within, we're on the right track....

Q: One of the criticisms of education in Lexington has been that it ignores, or neglects, students who are not in the high-level classes. From what you know, do you have any basis to agree or disagree with this perception?
A: I have no way to agree or disagree based on what I know of Lexington, but what I know of every other community is that it's true....School systems tend to do very well with the sort of high-powered kids and they tend to do very well with the kids who are struggling at the other end of the spectrum, and the broad middle somehow doesn't get attention. I hate to keep coming back to the theme, but I believe [the solution] has to do with expectations again. I don't mean to belabor this point, but when you can approach that middle group, that vast middle group, and say to them, "We're not going to be thinking about you as the middle group, but we're going to be thinking about you as the middle-high group, on the verge of being the high group — we're not even going to think about groups at all, we're just going to think of you as a bunch of kids sitting in the room here, but I know that you can do better than maybe you did last year or maybe better than you think you can do," that's what's going to make the difference. It's not anything that I can legislate.

...The reason I keep coming back and talking about the centrality of the classroom is that the teachers have the most important job. It's not me. *I* don't have the most important job; the teacher has the most important job, and he or she is the one who, whatever grade level or subject matter it is, delivers the services that we're here for. And he or she is the one that needs to make these changes happen. The strange reality is that the superintendent has very little to do with the actual, tangible change that occurs. Really, that's in the hands of the teachers. And, in fact, the teachers — for that reason — are the most powerful people in the whole organization.

Q: What would you do in an instance in which a teacher wasn't performing?
A: ...If a teacher is not performing, [he or she needs] clear expectations of how to improve his or her performance, and you say, "These are the three things that we can agree on — teacher and principal — that need to happen in order for you to become a better teacher." It's very important at that point to not leave that teacher out on a limb, to say, "Do it or else," but to provide the kind of support and encouragement that a teacher would provide to a student. You then track the progress, the same thing you do in any kind of learning situation: You recognize improvement, you keep track of stagnation, and, if in the end, if after whatever the appropriate and contractual period is, if a teacher is *still* not performing, then it would be appropriate to either counsel the person out of teaching, to think about a different kind of assignment, or to act in a more serious vein.

Q: What role do you think that students should play within a school system? What do you like to see students doing?
A: ...The very brief exposure that I had to the Senate I thought was really impressive. For me, students are a very important sounding board. You are the people for whom we exist and it's important that teachers and principals and I hear from you as to how well *you* think we're doing; not that the student word is the gospel or the ultimate evaluation tool — I don't think that at all. But, I do think that there's a voice there that can be useful to us as to how well our program is doing....I do think there's a lot to be said about programs, and about expectations, and about generally the way the school is organized and conducted. So, that's the first thing, is helping decision-makers make thoughtful decisions, by keeping in touch with...our clients....

The second role is getting beyond advising the decision-makers, and make decisions yourselves. And, a big part of our job, which goes back to that citizenship that I was talking about earlier...is helping you all learn to make good decisions. Not proselytizing and not trying to preach to you what my decisions would be, but to help you learn different processes for making decisions: how to be vocal, how to be critical, how to be sensitive — all of those things.

So I would hope in a school that there's a forum for students to make choices and decisions that affect your lives. That's certainly what you're going to have to do once you get out of here. And, it seems to me it's our business to help you do it also while you're here.

Q: What would you like students to think of you?
A: ...I would like them to think of me as being a pretty regular guy. That's the way I think of myself. I would hope they would find me approachable, accessible. I would hope they would find me supportive of what it is that they're trying to do here. And, I would hope that they would come to know me as a person whose main goal it is, in the professional side of my life, is to give them a chance to be all that they can be.

Q: What sort of interactions do you anticipate having with students?
A: ...I would just try to learn some more about what the organizational structure around here calls for in terms of the superintendent's interaction [with the Senate] — I just don't know what that is at this time.

I would [also] hope to do what I've done in Lynnfield, which is to have regular meetings with, at least, class presidents or whatever seems to be a good representative....But, at least as important as that I think is informal contact. For me — I was in an elementary school today — to have a first grader walk up to me and say, "Eh, Dr. Young, man, how ya doin'?" and give me a high five, to me that's as important as having a meeting with the students.

So, I would hope that kids of any age here can see me as a person with whom they can interact as they would with anybody else. You know, I don't think of myself as being any different really, or better, than anyone else. I just happen to have a particular place on a bureaucratic, organizational chart that says I have a particular job to do and someone else has a different job to do. I don't think of that as casting me as superior, or more distant; that's just not the way I am. I'm always a little bit amused when people think of a superintendent as being some far-off type who doesn't brush his teeth or scream when his kid doesn't go to bed at night. I don't wear a tie on the weekends.

> The way you improve morale is by treating people with dignity, integrity, and like human beings, and that's what I intend to do.

Q: What do you want to talk about with students?
A: What I do now is I leave it as an open agenda....I'm always interested in finding out not only what the class activities are and what they're planning to do and so on and so forth, but also just talking about what's going on — what they're thinking about, what they're feeling, and whether [school]'s going the way they want it to, or what's good, what's not so good....I like talking with students. I'm not that far removed from teaching where I don't miss that stuff still. You know, that's the one part of this job that is a little bit disappointing to me, is that I don't get as much contact [with students] as I used to have or as much as I'd like. The time is prohibitive [for me] to have as much as I used to.

Q: With all the turmoil at the administrative level in the past several years, in the High School and higher up, morale among staff is thought by some to be pretty low. How are you going to go about improving morale?
A: [By] treating people like decent human beings. That's what it all comes down to. There's no way to legislate high morale and there is no policy to implement that's going to improve morale. The way you improve morale is by treating people with dignity, integrity, and like human beings, and that's what I intend to do. That's the way I treat everybody and the way I hope people would treat me.

...Morale improves with trust. Morale sinks when trust is low and rises when trust is high. There's nothing that I can say or do in the speech the opening day that is going to erase the past. It's not going to happen. People will judge me not on my words, but on my actions, which is fine. And, I hope that, as they get to know me, they will see me as a person who is honest, and I think that that will make a difference. I *hope* it will make a difference, because that's the only way I know how to do it.

Q: How would you like staff members to think of you?
A: ...As part of their team that serves the young people of the town. I don't want them necessarily to think of me as their boss. My ear still rings a little bit whenever I hear anyone say the word "boss" — I don't feel like a boss particularly. I would hope that they would think of me as somebody who is respectful of the work that they're doing, who understands the complexity of the work that they're doing, who appreciates their work when it's well done, and who wants them to be the best that they can be. I would like them to have all the same feelings for me.

Q: Is there anything you'd like to add?
A: Just that I'm looking forward to it....I'm very happy to be here. I feel honored in a way to be here. There's a rich and proud heritage and tradition in the Lexington schools, and for me to be the custodian, the superintendent, of this organization at this time in history is really quite a privilege. In fact, there are few jobs in my field that I can think of as being more exciting than to be the superintendent of Lexington going into the year 2000. It's a great place to be.

Q: Do you think you'll be here in 2000?
A: I hope so.

Awards

The Lexington High School Foreign Language Department awarded certificates to 61 students for outstanding effort and achievement in foreign language study and to38 students for superior performance on the national language examinations. The awards ceremony, held on Tuesday evening, May 12, in the D-House Foreign Language Center, was attended by more than 250 people.

Karen Fair and Seth Theriault earned departmental distinction for their contributions to the foreign language program as a whole.

Elbert Kuo was the recipient of the first annual Spanish Club Scholarship. The scholarship honors a student who has shown enthusiasm for Spanish language and culture, has manifested a positive

Press release

* * *

At the Annual Awards Ceremony on May 18, nine seniors were recognized as recipients of Merit Scholarships awarded by the National Merit Scholarship Corporation. They are David Berger, Andrew Brecher, Matthew Cole, Jeffrey Foster, Jeremy Giller, James Kvaal, Vinesh Jha, Jason Watkins, and Dena Weinstein.

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Girls' Lacrosse Getting Better

by Carrie Granger

The Lexington High School girls' lacrosse team is improving as the season progresses. "I was very pleased not only with their high level of skill, but [also] with their intensity and enthusiasm," Coach Ellen Vera said about the game against Wellesley on April 9.

In the first half, senior co-captain Tashia Economopoulos scored twice and junior Jocelyn Nill pocketed a goal. Seniors Jennifer Rosenfield, Erin O'Connor, and juniors Jessica Williams and Kathy Kohatsu put pressure on the Wellesley goalkeeper as well.

"Lexington displayed excellent passing skills and the defense played a tenacious style that held Wellesley," Vera said. Key defense players were senior co-captain Ann Chang, senior Heidi Chang, and junior Rachel Chansky.

Juniors Andrea Paroskie, Megan Alloway, and senior Elina Fooks, also played well and kept the play out of the low defense near Lexington's goalie, senior Tina Granger. Granger had eight saves in the first half and allowed just three to slip by her. The half ended with a Wellesley lead of 4-3.

During the second half of the game, the Lexington team brought a renewed drive out on the field and the excitement of a flip-flop game began. O'Connor scored early to tie the game at 4-4, but the Wellesley team answered with a goal.

Economopoulos popped in another goal, and Wellesley scored again. Then O'Connor pulled Lexington back into the game by scoring her second goal and making the score 6-6. Wellesley pressured Granger and came off with its seventh goal.

Nill scored two more goals and Lexington took the lead by one point. Unfortunately, the lead did not last long, as the Wellesley team squeezed by the Lexington defense, scored two more goals, and won the game. The final score was 9-8.

Granger made nineteen saves in the second half, while only yielding to five shots. Her total save count at the end was 27 out of 36 shots. Coach Vera called it "a superb game."

Other varsity players who contributed to the game were seniors Amy Crocker, Betsy Pritzker, and juniors Samantha Peltz and Nicole Scaramelli.

The team won a game on May 5 against Lexington Christian Academy. Williams and Economopoulos were just a few of the top scorers that day. Julie Havens did a good job tending Lexington's goal. The final score was 18-4 for Lexington.

Senior second baseman David Monaco rips a shot toward center in Lexington's April 10 game against Melrose. The baseball team's record is 4-14. Photo by Jon Feldman

Boys' Tennis Shoots for Tournament Berth

by Nicola Koo

The Lexington High School boys' tennis team's quest for a league title and a place in the state tournament rest upon the record Lexington compiles against Winchester, Burlington, Reading, and Belmont. By this measure, success is still a possibility: the Minutemen have beaten four of the lower five teams handily and has taken two of three matches played against the top four teams.

Lexington faced Belmont in the second match, after winning its season opener against Melrose, 5-0. The expected Belmont challenge did not emerge because of the injury suffered by its number-one singles player. Nevertheless, Lexington was determined to send a message to the league and did so in a vociferous manner, with its second 5-0 shutout.

The next stop in the quest was the mystical Winchester clay courts, where Lexington has not won in three years. Despite valiant efforts by all players, a Lexington win was not to be. First singles player Nathaniel Zimmer faced the brick wall of Matt Fuller, a high-ranked in New England.

> The next stop in the quest was the mystical Winchester clay courts. Despite valiant efforts by all players, a Lexington win was not to be.

The only point won by Lexington against Winchester was at first doubles. After both sides had split sets, the Lexington team of junior Josh Plumb and senior Nicola Koo turned on the pressure and concentration in the third set. Finally, in a tie-breaker, Plumb and Koo won in a tense battle, 9-7.

In the match against Reading, Lexington won an extremely tight 3-2 decision. Zimmer once again faced a highly ranked player and lost in a struggle. A modified doubles team consisting of Koo and senior Jim Ko won its match, to even the score at 1-1.

Unfortunately, Plumb, playing at third singles, lost. The second doubles team of junior Steven Cole and sophomore Parker Coffman won the second point for Lexington, vanquishing the Reading team in a 6-4 third set. Now, the match was even at 2-2, and all attention focused on senior Justin Sweder at second singles.

Sweder, who had won the first set and lost the second, was up 4-2 when Cole and Coffman finished. On every point, a roar of encouragement filled the courts as each team urged its player on. Although Sweder held his serve to go up 5-2, his opponent won the next two games and at 5-4 was serving to even the score. In the end, Sweder, employing a variety of shots, outplayed his opponent both physically and mentally to pull out a 6-4 win.

Baseball Slides Through Disappointing Season

by David Monaco

Although the Lexington High School varsity baseball team's 3-11 record is disappointing, the squad maintains a positive outlook for the remainder of the season and for next year. All but three of its players will return.

Because of frequent hitting slumps, the team has counted on the solid pitching of senior tri-captain Jason Weber and sophomore Jon Wells, both starters, who currently have a 3.47 ERA and 3.14 ERA, respectively.

After some early position juggling because of injuries, the team's defense has gotten stronger each day with fixtures senior David Monaco and junior tri-captain Josh Finn at second base and shortstop.

Adjusting to their new positions at first and third, sophomore Paul Bloom and senior John Mitchell have become vacuums to round out the infield.

Also, center fielder junior tri-captain Tony Luongo and catcher sophomore Matt Scully have been mainstays all year for the team and have provided clutch hits for the offense.

The team started out the season impressively, splitting a two-game series with 19th ranked Concord-Carlisle and shutting out a strong Melrose club 2-0 with Weber pitching a two-hitter.

Rough times, however, hit the team. Lexington stayed close in every game, but often came up one hit short of getting the win. In mid-season, the team scrapped another win against Watertown 6-4.

The club now looks at its remaining games with hopes of knocking long-time rivals Stoneham and Burlington out of the post-season competition. As for next year, the more experienced team should be able to put it all together and move up in the rankings.

Letters, cont'd

Assistant Coach Lauds Lexington Debate

To the Editor:

Recently I attended the High School Debate Tournament of Champions, hosted by the University of Kentucky in Lexington, KY. It was at this tournament where Lexington High School students have had their most impressive showing in the history of our debate program. Juniors Dan Marx and Josh McCarthy placed fifth after eliminating teams from Edgemont High School in New York and the St. Marks School of Dallas, Texas. Senior Brook Dooley capped off a successful year by being honored as the tenth best individual speaker out of 150, and Marx placed sixth. I have had the distinct pleasure of working with Les Phillips and the Lexington High School Debate Team for two years. Although there is the possibility of working with them next year, my plans will probably take me elsewhere. I would like to take this time to thank all of those who have made efforts and contributions to the team.

I would like first to thank the students of the varsity team, whose hard work, patience and diligence have made my experience a positive one. These students are extremely coachable and incredibly responsible. Chaperoning these students on long weekends to various places like North Carolina, Illinois, Tennessee, D.C. and New York is always an enjoyable experience. Secondly I would like to thank Les Phillips, who as my coach, mentor and friend for years has poured his heart and soul into his program. Les has successfully run this nation's largest public school debate program for 11 years now, and has produced a long list of award winning and well-educated debaters. His patience and perseverance in times of financial need have been remarkable. His commitment to his program has been so strong that he has turned down numerous invitations to coach at other programs.

Another group of remarkable individuals who are a crucial part of the Lexington Debate Team are the parents of Lexington Debaters past and present. Their commitment to their children and to the team and coaching staff comes without reservation. From the chaperoning requests to the annual lasagna dinner for 300 they are always making a solid effort.

I would also like to thank Jon Papadonis, David Wilson, and the school administration for recognizing the value of the debate program and for their continued support and backing. Additionally, the residents of Lexington who sponsor debaters for the annual debate-athon and who bring their cars in for a cleaning at a debate team car wash. Without this support the program would have to turn students away from the very beginning and would risk an imminent collapse.

Competitive success in not the only bright spot of the debate team's record. Debate is the only elective academic activity with an annual enrollment of 70 students. Next fall, enrollment will increase as the size of the novice team expands.

It has been a pleasure working for and with all of you and I wish you all the best of luck in the future.

Thank you for an uplifting experience.

Gabriel Fried
Class of 1988
Assistant Coach 1990-1992

Junior Becky Dennison leads the pack in an April 28 home meet against Woburn. Photo by Hadley Langosy

Boys' LAX On a Roll

by Dan Marx

The Lexington High School boys' varsity lacrosse team has been a major success story so far this season, clinching at least a tie for the North League crown by beating rival Winchester 9-5.

Despite losing their season opener to Newton North, the number-two team in Eastern Massachusetts, the high-flying Minutemen have run off with a 10-2 record. They took their second loss to number-one ranked, returning state champion Lincoln-Sudbury.

Aside from its back-and-forth 12-9 victory over Wayland, the boys' lacrosse team has made winning seem easy. It has beaten most of its opponents by colossal margins.

Whenever opponents threaten, varsity goalie and tri-captain Scott Silva is there to make the save. Varsity Coach Dave Lautman explains, "If it hadn't been for Scottie's heroics in the net so far this season, I don't know where we would be at this juncture."

Optimism surrounds this team. Lautman points out, "I expected in the beginning that we would be ranked fourth in the state."

He continued, "I think that we are a good team, but we are an inch away from being a very excellent team."

At the beginning of the season, many positions were open, because the entire starting mid-field line and most of the starting defense had graduated in 1991. Armed with a small but talented arsenal of juniors and seniors, Lautman through relentless work and superior coaching discovered a handful of sophomores to satisfy his needs.

> "I think that we are a good team, but we are an inch away from being a very excellent team."
>
> —boys' lacrosse coach Dave Lautman

The play of returning sophomores Colby Crogan and Sean Fitzpatrick has been stellar this season, and sophomores Alex Kurtz, Jesse Green, Eric Jansen, Ryan Limerick, T.R. Ludwig, Simon Edwards, Jeremy Clough have provided to be a talented squad of new faces.

Despite the up-and-coming talent, the team's seniors and juniors remain imperative to its success. While the goaltending of Silva has been invaluable, a powerful defensive unit comprised of seniors Keith Groppi and Jon Yusam and juniors Corey Hendrickson and Scott Cahaly has provided the support necessary to make Silva an all-star goaltender.

The offense is ignited by a fine line of attackmen: seniors Larry Cannalonga, Chad Bartels, and Tom Scott.

Scott, the second-highest scorer in Eastern Massachusetts, has emerged as an unstoppable force against opposing goaltenders. Along with Cannalonga and Bartels, this offensive unit is an unbearable burden for any type of defense.

The leadership and strength of the mid-fielders, seniors Ethan Zohn, Craig Murray, and Bryan Seaquist, and juniors Jim Sheehy and Al Teng has been great.

While Zohn and Murray have been making big plays in key situations during games, Seaquist has proven his importance and true athleticism by remaining consistent all year and racking up an impressive thirty points to be the second highest scorer on the team.

Senior Peter Bellini flies through the air in the long jump event at Lexington's April 14 meet against Woburn.

Photo by Jon Feldman

In a recent softball game against Melrose, senior Sam Coyne sprints toward first base in an effort to beat the throw.

Photo by Jon Feldman

Season of Tough Luck for Boy Tracksters

by Dan Marx

Followers of boys' track understand that the team's current record of 3-2 is an anomaly. This season has been one of the rockiest in recent history for the blue-and-gold outdoor track squad. Struggling with inexperience and an incomplete roster, the team has found itself in unfamiliar territory: out of the top three in the Middlesex League.

However, after a disappointing loss to Wakefield, the team responded, coming back to win a close meet against Winchester. On the bus before the Winchester meet, Coach Arthur Dulong called for a "gut check."He said, "It is time for this team to decide whether or not it is going to be competitive. This will be a turning point, whether we win or lose."

The Wakefield loss was by an 11-point margin, with the final score of Lexington 68, Wakefield 79. The meet, however, was much closer than the final tally suggests.

Junior Avi Schachter started off with a second-place finish in the 300 intermediate hurdles with a time of 45.1. Junior Josh McCarthy also finished second with his 4:50.5 mile, followed closely by sophomore Fred Simon's 4:58.3. Wakefield won the 4x100 relay.

Going into the field events, Lexington was at a discouraging eight-point disadvantage. In the shot put, senior Pat McDonough got one of his two first places of the day, with a toss of 39'10.5". His other blue ribbon finish was in the javelin.

McDonough (145'11") teamed up with senior Mark Berman (142'7") to land a one-two punch on Wakefield.

Unfortunately, Lexington lacked such dynamic duos in other events. In the high jump, sophomore Johann Jack leapt 5'2" in his third-place effort. Schachter increased his individual point total with another second place. This time it was in the triple jump with a 38'6" mark.

Senior Charlie Williams highlighted the jumping events with his victory in the long jump. Flying 18'11.5", Williams bested the Wakefield competitors by over a foot. Sophomore Graham Taylor placed second in the pole vault with a 9'6" vault.

The strong showing to follow in the second round of running events was not enough, though. Junior Dan Marx ran in the number three spot in the 110 high hurdles, with a 17.6.

The couplet of Jack and Williams finished 1-2 in the 100 by running 11.1 and 11.2, respectively. Sophomore Greg Landel finished second in the 400 in 53.2. Schachter scored yet more points, following Landel, in a time of 54.1.

Junior Eric Losick ran a strong 800. Finishing in 2:09.5 as he fought off Wakefield pressure for the entirety of the race. Dirk Schoellner ran competitively with a time of 2:12.9, earning him third place.

Williams and Jack swapped places in the 200, but nonetheless continued to steamroll Wakefield, nonetheless. They ran 23.3 and 23.7, respectively. Sophomore Lowell Ladd finished the individual events on a high note, with a win in the two-mile. Ladd ran 10:07.2 while Jason Handwerker ran in the number three spot at 10:44.

This strong second half showing brought Lexington within four points going into the 4x400 relay. The entire match hinged on this one race, because the relay winner is awarded five points.

It was at this point where the "two and one" rule killed Lexington. This rule states that no competitor may participate in more than two running events (including the relay) and one field event, or vice versa.

Lexington was forced to go with a weaker-than-usual foursome, having used many of its faster competitors in earlier events. The relay went to Wakefield along with the meet.

This set the stage for the Winchester meet, where the blue-and-gold was determined not to suffer the same fate. The 300 hurdles kicked off the meet. Marx ran for a third place, in 46.6. Ladd ran a 4:51 to finish second in the one-mile race; Handwerker came in third with a 5:02. Both relay teams were disqualified from the 4x100 event.

Again going into the field events, Lexington found itself at an uneasy seven-point deficit. McDonough placed third in the shot put with a 40'9" toss. Berman held the same position in the discus.

The two combined for a 1-2 in the javelin throwing 144'2" and 143'9", respectively. Jack won the high jump with a 5'2" effort. Interestingly, this event was technically a Lexington sweep because Winchester got no points. They had no one who was able to clear opening height.

Williams continued the trend with a blue ribbon, 18'11" performance in the long jump. Schachter hopped, skipped, and jumped his way to a personal best of 40'. Unfortunately, he was beaten by the very last jumper of the competition, who edged him out by a mere three inches. Senior Louis Jauvtis won the pole vault with his mark of 10'6". Taylor finished third with another 9'6".

Marx grabbed a second in the 110 hurdles with a 17.4 effort to start off round two of the running. Jack ran a personal best of 10.7 in the 100 to win that event. Williams followed placing second in 11.1. Landel and Schachter finished 2-3 in the 400 running 53.2 and 54, respectively. Losick won the 800 with a 2:07.9 race. Schoellner came in third at 2:15.8.

The Jack and Williams duo took 1-2 again in the 200. Both Minutemen ran 23.1, but the places were scored as first and second, respectively. McCarthy (10:38.6) and Simon (10:46) finished second and third in the two-mile.

The meet came down to the final relay, three points separating the two teams. Determined to pull out a win this time, the Lexington quartet of Ladd, Landel, Losick and Schachter came through. Running a 3:49.2 relay mile, Lexington pushed the event to the last leg. The meet was a true nail-biter the whole way. The final score was Lexington 72, Winchester 64. Lexington had lost yet again.

Veteran Girls' Tennis Enjoys Winning Season

by Seetha Ramnath

The Lexington High School girls' tennis team has continued its winning tradition this year as the team has compiled a 8-1 record in the Middlesex League.

For the most part, this year's varsity team consists of veteran players. Playing in the first singles position for Lexington is senior Seetha Ramnath. Junior Jessica van Nostrand follows Ramnath, at second singles, while senior Alexis Baker plays third singles. The first doubles team consists of co-captains Keri Sarajian and Gina Coplon and underclassmen Liz Dubin and Lindsey Kotzer at second doubles.

The junior varsity team has the following doubles teams: Jodi Nierman and Satoko Minowa, Samantha Davis and Crissy Liu, Katie Fleiss and Elizabeth Crane, Beth Lager and Amy Lang, and Susan St. Pierre and Carin Lee.

Melrose was the Lexington's first opponent. This year's Melrose team was stronger than expected, having acquired a top-ranked player in New England, senior Kristen Downing. Lexington's depth proved essential in providing the Maids with their first victory, 3-2.

Ramnath fell to Downing 2-6, 1-6. Meanwhile, both Van Nostrand and Baker won their singles matches, 6-3, 6-1 and 6-2, 6-0 respectively. Sarajian and Coplon surpassed their Melrose counterparts at first doubles, winning 7-6 (7-5), 7-5. Dubin and Kotzer, playing in their first varsity match, fell to Keri Todisco and Tara Cargill in a well fought match, 6-4, 1-6, 4-6. The junior varsity team won 3-0.

Having beaten both Belmont (3-2) and Woburn (4-1), Lexington's next opponent was Wakefield. Yet another high-ranked New England player, senior Angelique Muller, was a great asset to the Wakefield team this year. Ramnath fell to Muller in a struggle. Crucial points came from Van Nostrand at second singles with a 6-1, 6-1 victory, Coplon and Sarajian with a 6-4, 7-5 win and Dubin and Kotzer with a 6-4, 6-4 victory.